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standing in Frederick County, where Carrollton Manor (usually known as the Manor), is located, is that there was no residence house there (p. 80), where he could have resided. In an appendix, we find reprinted the *Journal* of Carroll on his expedition to Canada in 1776. Although the book is not long, a considerable number of pages are given to subjects rather remotely connected with Carroll's life; for example, a sketch of Lafayette at page 232, and an extract from Archbishop Ireland's address on Lafayette, extending from page 243 to 249.

The author is an extravagant admirer of his subject, and maintains that he

easily ranked next to Washington in the value of the service he rendered the patriotic cause in our Revolutionary struggle. He devoted more of his time and more of his money to the cause of the people than any other patriot. He spent more time with Washington at army headquarters than any other civilian, and was more closely identified with the purposes, impulses and activities of the great commander than any other man in or out of the army.

These are very high claims, and they are not sustained by the assertions made in subsequent chapters, while even these latter assertions are not supported by the evidence adduced in these chapters. First Citizen's victory over Antilon was not quite so decided as Mr. Leonard thinks (p. 89), and Carroll was not so supereminent over other Maryland leaders as to make it correct to say that, from the inception of the Revolutionary struggle, "he had *his* committees go right on with their work of preparation" (p. 109). Governor Eden's position and that of the proprietary are not correctly stated (pp. 100, 115). Carroll's part in the overthrow of the Conway Cabal (p. 171), in the forming of the French alliance (p. 174), in the financial work of Robert Morris (p. 190), was not so important as Mr. Leonard claims. In fine, one completes the work feeling that Carroll was a good representative of the lesser leaders of the Revolutionary period, but did not attain to the first rank.

BERNARD C. STEINER.

Educational Legislation and Administration in the State of New York from 1777 to 1850. By ELSIE GARLAND HOBSON, Head Mistress of the Phebe Anna Thorne Model School of Bryn Mawr College. [Supplementary Educational Monographs, vol. III., no. 1, whole no. 11.] (Chicago: University of Chicago. 1918. Pp. 267.)

THIS volume, within the self-imposed limitations by the author, is a very good compendium of educational legislation in New York state within the dates set. The author does not pretend to make a study of all of the forces acting in the state which led to the enactment of specific laws, but confines herself to an enumeration of the laws put upon

the statute-books, and to a certain amount of interpretation as to the way in which they worked in their actual administration. The brevity of treatment of the causes leading up to the proposal of various bills, and also of the causes for their repeal, is at times unsatisfying. Furthermore, the author does not attempt to treat all proposed bills which failed of enactment. This kind of topic is certainly one which throws great light on general legislation, and no treatise of educational legislation is really complete without it.

In the first chapter, on Formative Influences, the author shows how very influential immigrants from New England into New York state were in forming educational policies and demands. She attributes the backwardness of New York to the unfortunate coincidence that these immigrants came at a time when general enthusiasm for education, even in New England, was lacking.

Treatment is then given, in the following chapters, of the origin and development of the dual system of school control down to 1820, education under the Regents, the common school system, special legislation for cities, support of education, education of special classes. These chapters are followed by one giving a concise summary and a series of conclusions, appendixes containing lists of academies, acts granting support to them, societies established for general educational purposes, and a chronological list of laws relative to education from 1777 to 1850.

The act of 1795, and particularly the reasons for the failure of the senate to continue it in operation after its first years of trial, are not treated in a fashion to give any one a clear idea as to the failure of the continuance of the most important educational act in the early history of the state. An investigation even into some of the local archives, such as has been made by Dr. Seybolt of the University of Wisconsin, would have given a clear notion as to the working of this piece of educational legislation. Investigation into the town minutes of the towns of Long Island would force the author to modify the implication that in all parts of the state "elementary education was in the hands of private schools, or of religious or charitable organizations" (p. 25), and also the note on the same page that the school in the town of Clermont, in 1791, was the earliest one to which town support was given. To be sure, the schools maintained in the Long Island towns were, after the fashion of those in Connecticut, under the control of a theocratic government, but they were nevertheless given support by the towns at a very early date, the school-building being erected by the town and the teacher being selected and chosen by the same local unit. The teacher was paid, wholly or partly, by the fees of the parents who had children in the school, according to the general notion of rates then in vogue and which continued in practice down until the middle of the century. It can scarcely be maintained, however, that public support

was not given, at least in some parts of New York state, to schools earlier than 1791.

The paucity of records, of which the author complains on page 29, is of course actual if one considers only the records printed by the authorities at Albany. Throughout the Hudson River and Long Island counties records are frequently to be found in the offices of the town clerks which bear upon the schools of the various districts. The actual working of the law of 1795 will not be made clear until a thorough examination has been made of these records in local offices. The same is true of the statement with reference to "the meagre reports of the Regents", referred to on page 43. Many of the reports of the examinations of specific academies appear in the publications of those academies and are to be found there, even when they fail to appear in the general reports of the Board of Regents.

The author brings out, during the course of her narrative, interesting facts about educational topics which we sometimes think of as entirely modern. For example, we find that an agitation for manual training was active in 1826 (p. 46); that the same complaints on the part of adherents of the classical education were heard against anything like a practical education in 1836 (p. 48); that the district school system was felt to be just as great an evil in earlier times as it is at the present in this state (pp. 52, 53); that an excellent system of county superintendents was discontinued (p. 58); and that there was just as much aversion to paying teachers a decent wage as there is at the present time (p. 66).

It is unfortunate that the volume, so interesting in its general treatment and so filled with useful information, should have been printed in such small type, and that there should be evidence of a good deal of careless proof-reading. The index is extremely scanty, and from the bibliography there are omitted many important titles relating much more directly to educational legislation than many others which are included.

JAMES SULLIVAN.

History of Tammany Hall. By GUSTAVUS MYERS. Second edition. (New York: Boni and Liveright. 1917. Pp. xx, 414. \$2.50.)

"IN most men's minds a certain spell of wonder attaches to the career and character of the Tammany Society and Tammany Hall. The long continuance of this dual power; its control of the city, infrequently interrupted, throughout the century; the nature of its principles, the method of its practices and the character of its personnel—all these combine to furnish a spectacle which exerts over the general mind a peculiar and strong fascination." With these words the author introduced the preface to the first edition, published in 1901. Curiosity led him to commence his investigation; difficulty induced him to pursue it. "The few narratives already published", says he, "were generally